

CLCV 2904 (Fall Term 2021): History of Ancient Rome I
The College of the Humanities, Greek and Roman Studies Program

Dr. Jaclyn Neel

jaclynneel@cunet.carleton.ca

Office hours: Tuesdays and Thursdays from 2-3 PM on Zoom, or by appointment

Calendar description The history of ancient Rome from early Rome to the end of the Republic.
Prerequisite(s): second-year standing or permission of the unit.

Course delivery: Online, asynchronous. Please see description below, under “Course-Specific Policies” → “Technology”

Grade Breakdown:

- Weekly reading quizzes: 26% each (i.e., 2% per week) – available on Brightspace
- Weekly observation: 36% (3% per week; lowest grade dropped) – please note that this assignment **assumes** you have viewed the video lectures
 - These are weighted at 2% total
- Three “history lab” assignments: 36%, 12% each: due Oct. 8, Nov. 5, and Dec. 3 at midnight Eastern time

These assignments are described in more detail later in the syllabus, beginning on p. 3.

Required Textbook:

- 1) R. Mathisen, *Ancient Roman Civilization : History and Sources. 753 BCE to 640 CE*. Oxford University Press, 2019. (Available as an ebook or hard copy)

Student Learning Outcomes

By the end of this course, students will have

- 1) Become broadly familiar with the history of Rome from c. 753 BCE to c. 14 CE;
- 2) Understood and applied at least one historical method used in ancient history;
- 3) Understood and taken a position on major disputes in Roman history;
- 4) Engaged critically with modern scholarship on Roman history;
- 5) Improved their writing.

A final grade of ‘A’ in this course recognizes that you have achieved all 5 learning outcomes at a high level. Please see “Explanations of Assignments” to understand how the course assignments help you fulfill these learning outcomes.

Course-Specific Policies:

- **Missed Assignments, Late Assignments, and Extensions**
Students are expected to keep up with the course schedule, which runs **from Monday to Sunday** of each week. Deadlines are clearly marked in Brightspace and points will be deducted from late work at the rate of 2% per day, beginning at 12:01 AM. A **history lab** that is more than 10 calendar days late will not be accepted. An **observation** that is

more than 3 calendar days late will not be accepted. **Reading quizzes** may be submitted at any point during the semester.

Extensions will be granted on any assignment, no questions asked and no rationale needed, provided that you ask at least 48 hours in advance of the deadline. Within 48 hours, extensions will be granted at the discretion of the instructor, subject to documented hardship or illness. There is no limit on the number of extensions you receive.

- **Technology**

This class depends heavily on Brightspace. It is an online course with a large number of required asynchronous activities. Although high-speed internet access is recommended for watching video lectures, many of the assigned activities can be completed with minimal internet and a word processor. All assignments are posted to Brightspace, and all work should be submitted through Brightspace. **Please familiarize yourself with the assignment submission process, as assignments are only considered on time if they are submitted to Brightspace by the deadline.**

Please note that **all class materials are protected by copyright**. These materials are for your own educational use. You **are not permitted to publish** to third party sites, such as social media sites and course materials sites.

- **Communication**

With the professor: Since this course is being conducted online and asynchronously, email is your primary way to contact me. I make an effort to reply to all course-related emails within 24 hours, including on weekends. Please ensure that you **use your Carleton.ca email address** and email only once within a 24-hour period. If it has been more than 24 hours and you have not received a reply, you should definitely email again; I will not purposefully ignore you!

If you need technological assistance, I am not the best resource. Please [contact Carleton ITS](#).

With peers: You will spend the semester working with a small group of peers to compile your observations. It is notoriously difficult to understand tone from writing, so please take the time to compose these messages carefully: avoid language that is demeaning towards any of your peers or a particular subgroup, focus disagreement on arguments instead of people, consider whether sarcasm or irony is necessary, and feel free to use emoji to clarify your meaning or tone. (But please avoid informal language and emoji in submitted assignments; these should be written in an academic tone). Carleton has a page of tips for students that you may find helpful: [Online Discussion Tips for Students](#). Even though our classroom is online, it is still a place where mutual respect should dominate. I take classroom behavior seriously: if I notice anyone routinely flouting these guidelines, that person may be barred from posting for a period or for the rest of the semester, with the accompanying loss of points. That being said, disagreement and debate are crucial to historical understanding, and I will not step in to referee respectful arguments.

Please note: I will monitor discussion boards, but I probably will not see any problematic posts as soon as they come up. If you read something concerning, please feel free to email me to draw my attention to it as quickly as possible.

- **Writing evaluation**

Writing is an important transferable skill in all disciplines. I expect that your **history labs** will have few or no typographical errors, misuses of grammar or punctuation, or incorrect choices of words. Please take care when checking over your assignment.

Mistakes in written communication will lead to losses of up to 10% of your assignment grade. Many students find the [Writing Services at the Centre for Student Academic Support](#) to be a useful resource. (Side note: services such as Grammarly, while useful, are not always correct; it's useful to cross-check their suggestions with other writing aids, such as the [Online Writing Lab](#)).

Weekly observations will be graded solely on content, not grammar or spelling. BUT please be careful: if I can't understand you, I can't grade the content!

I do expect that you will **cite your sources** in all written work for this class. Author/page citation is sufficient for textbook material (example: Mathisen p. 122). Please cite any information that you got from an external source with indications of the author, date, and page(s) on which you found the information, and append a full bibliographic entry at the end. Examples of this style of citation in history labs will be given on Brightspace.

Explanation of Assignments:

Reading quizzes: Weekly lectures assume that you are familiar with the basic outline of historical events as laid out in the assigned textbook readings. The textbook will provide you with all of the factual knowledge that I expect you to gain about Roman history (and then some!). The reading quizzes cover ONLY material from Mathisen. All of them are available on Brightspace; you are welcome to complete them on your schedule. Completing all of the quizzes helps you meet learning outcome #1.

Observations: Every week you will be asked to write down something that caught your attention in the lecture and/or readings. These are all due Thursdays at midnight. The observations may take the form of a question, a comment, or a comparison, and should be one short paragraph (3-5 sentences). The rubric for these assignments can be found at the end of the syllabus, and is also posted to Brightspace. Completing all of these assignments helps you meet learning outcome #3.

Video lectures: I expect you to watch the video lectures in each weekly unit; this is your "attendance". Because the class is asynchronous, you may watch them at your own pace. The fraction you have watched will constitute your grade for this section (so, if you watched 24/36, you would receive a 67%).

History labs: You will complete 3 short (500-1000 word) assignments over the course of the term. One of them must be a source analysis (see details below), and one of them must be an alternative assignment (see suggestions below). The third assignment is up to you. All of the history labs should encourage you to "think like a historian", whether by analyzing an ancient text, by teaching the material, or by thinking like someone in antiquity. This assignment helps you meet all 5 learning outcomes.

→ A primary source analysis is the backbone of all historical enquiry. These assignments ask you to read one of the "Sources" in Mathisen and squeeze all the information that you can get out of it – both things that are easy, like who wrote it and what it says, and things that are more difficult, like what we can infer that it doesn't say. Your

papers **must** include an argument, which should be structured as "X has chosen to depict events in Y way because..." (For example, "Augustus focuses on financial matters in his *Achievements* because he realized that popular and military support was more important than the support of the senate.")

These assignments are difficult, and I strongly recommend that you read your chosen source at least twice: once quickly, to get a general idea of the contents and what might be interesting about it, and a second time in more detail, looking specifically at the language. You should reference historical events and/or people that are relevant to the argument you're making. Some additional advice is [available here](#), although you should not include anything about the relevance of your document to the modern day. You will be graded on the following elements of your paper, in roughly equal proportions:

- Your understanding of your chosen source
- The general quality of your ideas -- that is, how well you've applied the main themes of the class to your writing
 - This also includes aspects of sophistication: you shouldn't say "X is biased" and leave it at that. Everyone is biased; the question is what historical conclusions we can draw from our biased sources
 - Mistaken historical information (poor contextualization, wrong dates, confusion of historical characters) **will** detract from your grade here. Use your textbooks, not Wikipedia, for your facts!
- Quality of writing
 - If you know you struggle with this, it would be a good idea to book time with [Writing Services at CSAS](#) early! Writing is a skill and you can improve with time.

I'm not assigning point values to these aspects because many of them overlap or work together in a longer written assignment. All are equally important to providing a polished, coherent, and convincing analysis.

→ As an [alternative assignment](#), you have several options:

- Write a **letter of advice** to one of the major historical figures we discussed in this unit. This was a popular genre of writing in antiquity that used historical parallels and philosophical reasoning to provide a rationale for real historical decisions that had already taken place;
- Provide a **lesson plan** for teaching one of the major events in the unit to a group of either (a) middle-school students or (b) adult learners in a long-term care home;
- Write an **executive summary** or **briefing** for a leader interested in establishing relation with or invading Rome at this point in history;
- Create a **video** or **podcast** that takes a deeper dive into one of the events in this unit;
- Or, if none of these appeal to you, email me with your own suggestion and we'll see if we can make it work!

These assignments will be graded using the first two criteria of the source analysis, as well as the clarity of your expression in your chosen medium (voice, picture, words, etc.).

Schedule of Assignments, Topics, and Readings:

**** Reminder: Our week starts on Monday and runs to Sunday; observations are due Thursday of each week.****

Week	Topic	Readings	Due
1 Sept. 8-12	Introductions Pre-Roman Italy	Mathisen p. xxix-xxx, 55-59	Reading quiz
2 Sept. 13-19	From the foundation to the early Republic	Mathisen p. 59-82	Observation Reading quiz
3 Sept. 20-26	Italian expansion and the Roman constitution	Mathisen p. 82-105 ("The Conflict of the Orders", "Struggling to Survive", sources)	Observation Reading quiz
4 Sept. 27-Oct. 3	The Punic Wars	Mathisen: 14-20, 110-112, 113-116, 118, sources 1.2, 4.2	Observation Reading quiz
5 Oct. 4-10	Eastern expansion	Mathisen: p. 21-25, 112, 116-117, 118, source 1.3	Observation Reading quiz First history lab due
6 Oct. 11-17	The Gracchi and provincial administration	Mathisen: 133-135, 137-146 (NOT "What to do with the Italian allies?"), 159-64, source 5.3	Observation Reading quiz
7 Oct. 18-24	The Jugurthine War, the Social War, Marius	Mathisen: p. 10-13, 143-4 ("What to do with the Italian allies?"), 165-9	Observation Reading quiz
Oct. 25-31	Reading week	No work due, but this would be a good time to catch up on any readings!	
8 Nov. 1-7	First Mithridatic War, Sulla	Mathisen: p. 169- 172, source 6.1	Observation Reading quiz Second history lab due!
9 Nov. 8-14	Sertorius, Pompey, Spartacus, Second and Third Mithridatic wars	Mathisen: p. 172- 174, source 6.2	Observation Reading quiz

10 Nov. 15-21	Cicero and Catiline	Mathisen: p. 174, source 6.3	Observation Reading quiz
11 Nov. 22-28	Julius Caesar	Mathisen: 6-10, 174- 179, source 6.4	Observation Reading quiz
12 Nov. 29-Dec. 5	Antony, Cleopatra, and Octavian	Mathisen p. 205-9, sources 7.1-7.3	Observation Reading quiz Third history lab due!
13 Dec. 6-10	Augustus and the Principate	Mathisen p. 209-221	Observation Reading quiz

Rubric for observations:

Criterion	Excellent	Good	Marginal	Incomplete
Points	1.5	1	0.5	0
Basics	<ul style="list-style-type: none"> At least one short paragraph (3-5 sentences) Turned in by Thursday at midnight 	<ul style="list-style-type: none"> At least one short paragraph (3-5 sentences) Turned in by Thursday at midnight 	<ul style="list-style-type: none"> Under 3 sentences Turned in by Thursday at midnight 	<ul style="list-style-type: none"> Not turned in OR Turned in more than two days after deadline (that is, Sunday or later)
Comprehension	<ul style="list-style-type: none"> At least one reference to the readings or lecture, AND Response shows understanding of 	<ul style="list-style-type: none"> At least one reference to the readings or lecture, AND/OR Response shows understand 	<ul style="list-style-type: none"> At least one reference to the readings or lecture, OR Response shows understanding of 	<ul style="list-style-type: none"> See above

	<p>course content, AND</p> <ul style="list-style-type: none"> • Response indicates understanding of Roman historical events in the long-term 	<p>ding of course content, AND/OR</p> <ul style="list-style-type: none"> • Response indicates understanding of Roman historical events in the long-term 	<p>course content</p>	
Analysis	<ul style="list-style-type: none"> • Observation raises point that cannot be found in readings or lectures • Observation goes beyond the personal or informational (see example) 	<ul style="list-style-type: none"> • Observation raises point that cannot be found in readings or lectures • Observation is primarily personal or informational (see example) 	<ul style="list-style-type: none"> • Observation raises point that can be found in readings and/or lectures 	<ul style="list-style-type: none"> • See above

These assignments are marked out of 1, so a “Good” score is full credit. I expect most students will write Good responses most of the time. An Excellent is hard to achieve, and Marginal means that you should devote more effort to your post or get in touch with me for assistance.

Example “Good” responses (using material from Etruscan history, which we briefly cover in Week 1)

1. I thought it was interesting that the Etruscan language has been partially deciphered. I thought lost languages were always completely unknown. The idea that we could understand the grammar of a language, but not its word definitions, was new to me.
2. The different burial customs for men and women surprised me (though maybe it shouldn't have!). How do archaeologists determine whether cremated remains are male or female? Is it based on the grave goods?

Example “Excellent” responses (using material from Etruscan history, which we briefly cover in Week 1)

1. The Etruscan contribution to Roman society seems hard to quantify. It was clearly a society with broad contacts and influence, but we know about this influence primarily due to Romans. Since we know that many other societies have under-represented the power and influence of conquered indigenous peoples, it's interesting that the Romans believed Etruria was so important to their own society's development, and makes me wonder whether other local cultures are being overlooked.

2. What does it mean to be a "wealthy" society in antiquity? I noticed that the Etruscans are called "wealthy", but what does that mean on a societal level? For example, Canada is a wealthy country but not all citizens are rich; Norway, on the other hand, shares its wealth more broadly. Which is more similar to Etruria?



Humanities

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

[This schedule](#) contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the [Important Dates and Deadlines section](#) of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity Policy (updated June 2021)

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms,

formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Policy](#)

[Academic Integrity Process](#)

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

You may need special arrangements to meet your [academic obligations](#) during the term. For an accommodation request, the processes are as follows:

Religious Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation](#).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. . For more details, please review the [Student Guide to Academic Accommodation](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic

accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals Registrar's Office "Defer an Exam" page](#)

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Department Contact Information

Bachelor of the Humanities 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca

Greek and Roman Studies 300 Paterson Hall
GreekAndRomanStudies@cunet.carleton.ca

Religion 2A39 Paterson Hall
Religion@cunet.carleton.ca

Digital Humanities (Graduate) 2A39 Paterson Hall
digitalhumanities@carleton.ca

Digital Humanities (Undergraduate Minor) 300 Paterson Hall
digitalhumanities@carleton.ca

MEMS (Undergraduate Minor) 300 Paterson Hall
CollegeOfHumanities@cunet.carleton.ca